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Recognition of diversity in the one and only Ivan from literature-based language lessons

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Abstract

This paper is focused on recognition of diversity in *The One and Only Ivan* from literature-based language lessons. A literature-based approach in the second language (L2) classroom offers a variety of benefits. It encourages sense-making or meaning-making of a whole text (story, poem, etc). Fountas and Hannigan (1989) contend that once students understand the general meaning of the whole text, they are better prepared to deal with the analysis of the parts. A literature-based approach also promotes active engagement and collaborative work so that learners contribute to class activities through direct interaction with either the instructor or with peers. They also participate through sharing information, asking questions, and reflecting on their understanding, as well as working together to make sense of the text under study. Another advantage of this instructional approach is its incorporation of a human component so that learners can identify with characters who face common human conflicts and problems, such as fear, hate, love, etc. Learners have the opportunity to reflect on the characters' actions and choices and then discuss whether they agree or disagree with the characters' decisions (Adair-Hauck, 1996). Furthermore, a literature-based approach supports integrated as opposed to segregated skills and, as a result, its associated activities usually target in one lesson all the skills involved in reading, writing, listening, and speaking.

The purpose of this lesson is to put into practice some of these benefits. To carry out this intention, a story entitled *The One and Only Ivan* by Katherine Applegate (2012) was chosen. This story tells about a Old gorilla named Ivan who has been struggling with his current situation and forgotten his real life. One day while Ivan was considering, his old friend Old Stella died a very lonely and left young little elephant Ruby. At last Ivan and Ruby are both adopted by the same zoo. The story ends with Ivan and Ruby adapting to their new habitats and the other animals they will live with. I analyze this story with literature-based theory. This story was selected based on five components suggested by McWilliams (1993): Time and setting, Characters with personality, A major problem, Includes a problem and attempts to solve it, Has a quick resolution and ending. From these I prove the significance of a variety of culture.

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1. The meaning of Literature Based on Language Lessons

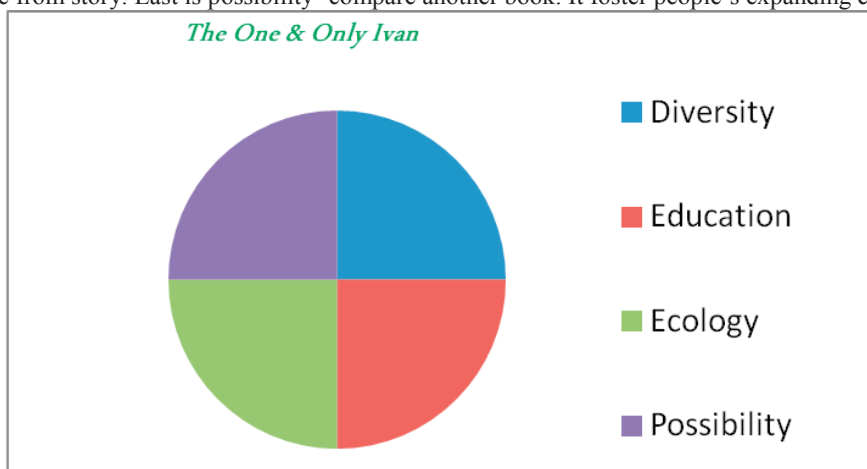
A literature-based approach in the second language (L2) classroom offers a variety of benefits. It encourages sense-making or meaning-making of a whole text (story, poem, etc). It also promotes active engagement and collaborative work so that learners contribute to class activities through direct interaction with either the instructor or with peers. This is its incorporation of a human component so that learners can identify with characters who face common human conflicts and problems, such as fear, hate, love, etc

2. The Relationship of Literature based on Language Lessons with The Use of *The One and Only Ivan*

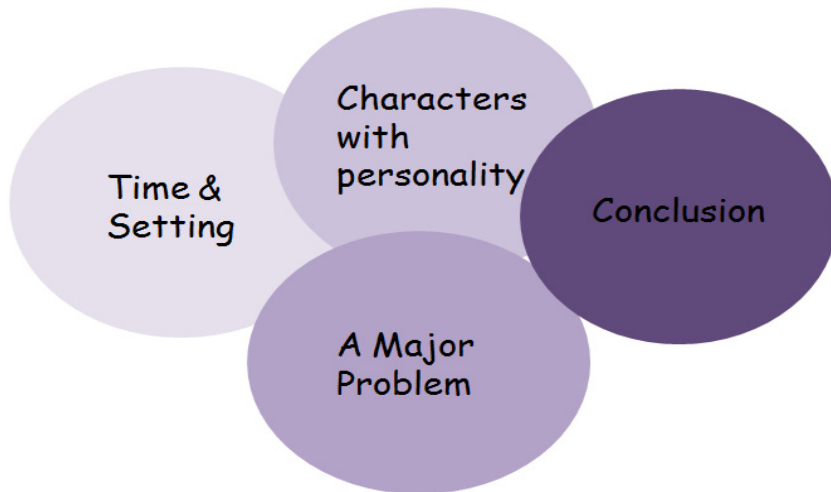
I think we have to understand the meaning of children's literature. This includes stories, books, and poems that are enjoyed by children. Modern children's literature is classified in two different ways: genre or the intended age of the reader. This can be traced to stories and songs, part of a wider oral tradition, that adults shared with children before publishing existed.

And *The One and Only Ivan* has a special story. This story tells about a Old gorilla named Ivan who has been struggling with his current situation and forgotten his real life. One day while Ivan was considering, his old friend Old Stella died a very lonely and left young little elephant Ruby. At last Ivan and Ruby are both adopted by the same zoo. The story ends with Ivan and Ruby adapting to their new habitats and the other animals they will live with.

This book represents four things; diversity, education, ecology, possibility. These consists of below. First, diversity means race, nationality, LGBT. Characters of each animal represents human race. Second is education. This combined with literacy works with culture and more understandable language. Third is ecology. This is a true story who spent 27 years in a Washington mall before being transferred to the Atlanta Zoo. So we recognize the important things of nature from story. Last is possibility- compare another book. It foster people's expanding creative thinking.



And I try to point out the strong point of using book. First is comparing. This means easy to access another culture & people, expand the range of level, and enhance their comprehension of similarity & difference. Second is problem solving; it is connected with time and setting, characters with personality, a major problem, includes a problem and attempts to solve it (McWilliams, 1993).



Last point is creating. It means that share ideas through book and make their own thinking (more creative).

3. Conclusion

This kind of book give some effect of literature based on language lessons. We cans easily understand another culture and world. From their reality, we can give some questions; Ivan’s blocked shopping mall? Is this Africa? They want to go to the transferred zoo? And we can find the efficiency of studying English from making a map, creating a short story. Also enhance to make a collaboration.

There are lots of suggestion for further research; Combining with a various media, Cooperating with another book, Applying in the deep theory, Enhancing more efficient studying method.

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